

Year 2 Overview

	Autumn		Spring		Summer	
Topic	Health and Growth	Heroes	The Great Fire of London	London	Habitats (visit to Nower Wood)	Australia
Trips / visits			Great Fire of London workshop		Nower Wood	
Books	<p>Toys in Space by Mini Grey</p> <p>Farmer Duck by Martin Wadell</p>	<p>Dragon Machine by Helen ward</p> <p>Poetry -fireworks/bonfire: Crackle Spit! Marie Thorn Bonfire Night Sarah Fox</p>	<p>The Great Fire of London by Emma Adams and James Weston Lewis</p> <p>Tin Forest by Helen Ward</p>	<p>The Way back home Oliver Jeffers</p> <p>The Girl with the Yellow Bag by Maia Walczak</p> <p>Poetry- If I Had Wings</p>	<p>A letter from the past Seaside then and now- (linked to topic- History) The Tunnel by Anthony Brown Hotel Flamingo by Alex Milway</p>	<p>‘The Owl and the Pussycat’ Edward Lear Various Dreamtime stories ‘Wombat Goes Walk About’ by Michael Morpurgo ‘Where The Forest Meets The Sea’ by Jeannie Baker- Rainbow Bird – an Aboriginal folk tale</p>
English	<p>Fiction:-‘Toys in Space’ Story writing using setting and character descriptions</p> <p>Purpose and audience: To write a story based on the book TIS for other children to enjoy.</p> <p>Fiction: Story Writing- Fiction: ‘Farmer Duck’ by Martin Wadell Character description followed by instruction writing</p> <p>Non- Fiction Writing Purpose and audience: Write a set of instructions to get rid of the farmer for the animals in the story to use.</p>	<p>Poetry- Firework/ bonfire. Use of descriptive language – noun phrases, similes</p> <p>Purpose and audience: Writing poetry to be read performed to others.</p> <p>Fiction: Dragon Machine (Setting description and story writing)</p> <p>Purpose and audience: To design and create our own dragon machine and write a story about it for other children to enjoy.</p>	<p>Fiction – diary writing - Great Fire of London (linked to History topic)</p> <p>Purpose and audience: To pretend to be a child living in the time of the Great Fire of London and to write a short diary of what you saw and write a description of London; writing warning posters!</p> <p>Fiction -: ‘The Tin Forest’ by Helen Ward– Purpose and audience: For children to write a character and setting description as well design their own tin animal.</p>	<p>Non-fiction – writing leaflets to persuade people to visit London. (linked to Geography topic)</p> <p>Purpose and audience: Creating a tourist leaflet about London so that other children would want to go.</p> <p>Fiction -: story Writing- ‘The Yellow Bag’ Non - Fiction Descriptive writing settings and characters. Purpose and audience: Writing stories our own version of the Yellow Bag to read to reception</p> <p>Poetry– If I Had Wings Descriptive writing using books and pictures as a stimulus. Purpose and audience: Writing poetry to be read out loud to others</p>	<p>Fiction – writing linked to History - a letter about the seaside from the past</p> <p>Purpose and audience: To write a letter to member of their family telling them about their holiday.</p> <p>Non-fiction writing linked to Science – short information texts about the lifecycle of a frog, information about great diving beetles.</p> <p>Purpose and audience: To identify the series of changes that a frog through in its life (linked to Science). Audience: year 2 children.</p> <p>Fiction : Writing a story based on the Tunnel story and making predictions.</p> <p>Purpose and audience: To write the ending to an adventure story for a child to enjoy.</p>	<p>Fiction - Range of Aboriginal Dreamtime stories use a stimulus for own writing.</p> <p>Purpose and audience: To entertain and inform children about Australian animals using what we have learnt about Australia</p> <p>Fiction – ‘mysterious’ setting description for ‘Hotel Flamingo’</p> <p>Purpose and audience: To write a short setting description for another child to enjoy.</p> <p>Poetry – The Owl and the pussycat Performance poetry to memorise and perform to entertain other children; to create our own version of a classic poem</p> <p>Non-fiction - recount Children write report front covers</p> <p>Purpose and audience: To tell our parents about our learning and things we have enjoyed this year.</p>
Maths	Place Value Addition and Subtraction	Addition and Subtraction Money	Multiplication and Division Statistics	Fractions Statistics	Length and Height Position and Direction	Mass, capacity and temperature Time Problem solving
Science	<p>Animals including Humans <i>Notice that animals including humans have offspring that grow into adults Find out about the basic needs of humans and animals for survival – air/water/food Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i></p>		<p>Materials <i>Identify and compare the use of everyday materials for particular uses. Find out how the shapes of some objects can be changed through squashing, bending, twisting and stretching.</i></p>	<p>Plants <i>Observe how seeds and bulbs grow into mature plants Find out and describe how plants needs water, light and a suitable temperature in order to grow healthily</i></p>	<p>Living things and their habitats <i>Explore the difference between things that are living, dead and have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of animals and plants</i></p>	<p>Revision of previously taught units of work.</p>

					Identify and name a variety of plants and animals in their habitats inc microhabitats Describe how animals obtain their food from other animals and plants using the idea of a food chain	
RE	What is God like for Christians?	Why is giving important to Christians?	Why do Jewish families celebrate the gift of Shabbat?	Why do Christians call Jesus 'Saviour'? Whole School Easter Pause Day.	What is important for Muslim families?	What makes a good leader?
Computing	E-safety. Information Technology around us	E-safety. Digital Photography	E-safety Robot Algorithms (A)	E-safety Making Music	E- Safety Programming quizzes	E-Safety Pictograms
History		Heroes What happened on 5th November 1605?; What makes someone a hero?; What can images tell us about our local heroes?; What can objects tell us about our local heroes?; What can documents tell us about our local heroes?; What can a visitor tell us about our local heroes? Who is our greatest local hero?	The Great Fire of London What happened in London on 2nd September 1666?; Why did the fire spread so quickly?; Why do we know so much about the Great Fire? ; How did London change after the fire?; Can you sequence the events of the fire?		Seaside then and now Where did Grandma go on holiday as a child?; What can a photograph tell us about seaside holidays in the past?; What can a photograph tell us about seaside holidays in the past?; What can a photograph tell us about seaside holidays in the past?; What can stories tell us about seaside holidays in the recent past?; Were all holidays the same when our grandparents were children? What was it like on a 1950s seaside holiday?	
Geography	How does Dorking compare to the Island of Coll? What are the physical and human features on the Island of Coll?; What transport do they use on the Island of Coll?; What are the similarities and differences between Dorking and Island of Coll?; What are grid references?; Would you like to live on the Island of Coll?			Comparing London and Dorking Where is London?; What is a landmark?; What are the similarities and differences between London and Dorking? How is London connected to other places? What is London like as a city? What will London be like in the future?		Australia Where is Australia?; How does the weather compare to Dorking?; What is the rainforest in Australia like?; Who are the Aborigines?; What is the Great Barrier Reef?; How does Australia compare to the United Kingdom?
Art	<u>Earth Art</u> Drawing Rangoli and Mandala patterns. Painting rocks and natural materials. Using natural materials such as twigs, leaves and sticks to create a sculpture. Using clay to create imprints of natural materials such as leaves. Creating a simple loom and weave using interesting natural materials. Use natural materials to create a collage scene.		<u>Yayoi Kusama</u> Experiment with different materials to make marks and polka dot patterns. Make attempts to mimic the art of a famous artist. I can use paper art to recreate an installation piece by Yayoi Kusama. Responding to artwork and using a sketchbook.		<u>Henri Rousseau</u> Sketch and draw plants and flowers in the style of Rousseau. Sketch and create a 'portrait-landscape. Create prints inspired by Rousseau's paintings. Use paper to create a shoebox model of one of Rousseau's paintings. Create a mask.	
DT		Use the basic principles of a balanced and varied diet to prepare a healthy dish. (Measure and weigh using electronic scales. Understand where food comes from) POAP – Preparing fruit and veg		Design, plan and create a product based on a given criteria. Plan and develop ideas through drawing, talking, templates and mock-ups. Join textiles using running stitch.		Vehicles making an axis and chassis [levers, sliders, wheels and axles]
PE	Games– multi ball skills. Gymnastics.	Games - multi ball skills. Gymnastics.	Games - multi ball skills. Dance.	Games - multi ball skills. Dance.	Tennis; Athletics	PE fundamentals; Athletics
Music	Hands, feet, heart	Ho Ho Ho!	I Wanna Play in a Band	Zoo time	Friendship Song	Reflect, Rewind & Replay

	South African music	Learning a song with rapping and improvising for Christmas. Production prep	Learning how to playing together in a band	Exploring reggae music	Learning about pop music via a song about being friends	'The history of music, look back and consolidate your learning, learn some of the language of music
PSHE	<u>Being me in my world</u>	<u>Celebrating difference</u>	<u>Dreams and Goals</u>	<u>Changing me</u>	<u>Relationships</u>	<u>Healthy me</u>